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ABSTRACT

This is a description of a training course for human services personel which covers a major function of comprehensive manpower development programs. Career Development and Community Resources is designed to expose the student experientially to: a systematic live/work planning process, procedures in helping individuals determine what they want to do in life, where they want to work and live, and how to get there. Emphasis is also given to theoretical postulates in career development, occupational outlook and projection, and alternatives to work/life planning processes. (Author)

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CAREER DEVELOPMENT AND COMMUNITY RESOURCES — HRD 364

A Higher Education Course Monograph

No. 3 in a Series

Produced by:
Manpower Development Higher Education System (MDHES)
Oakland University, Rochester, Michigan

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June 1975

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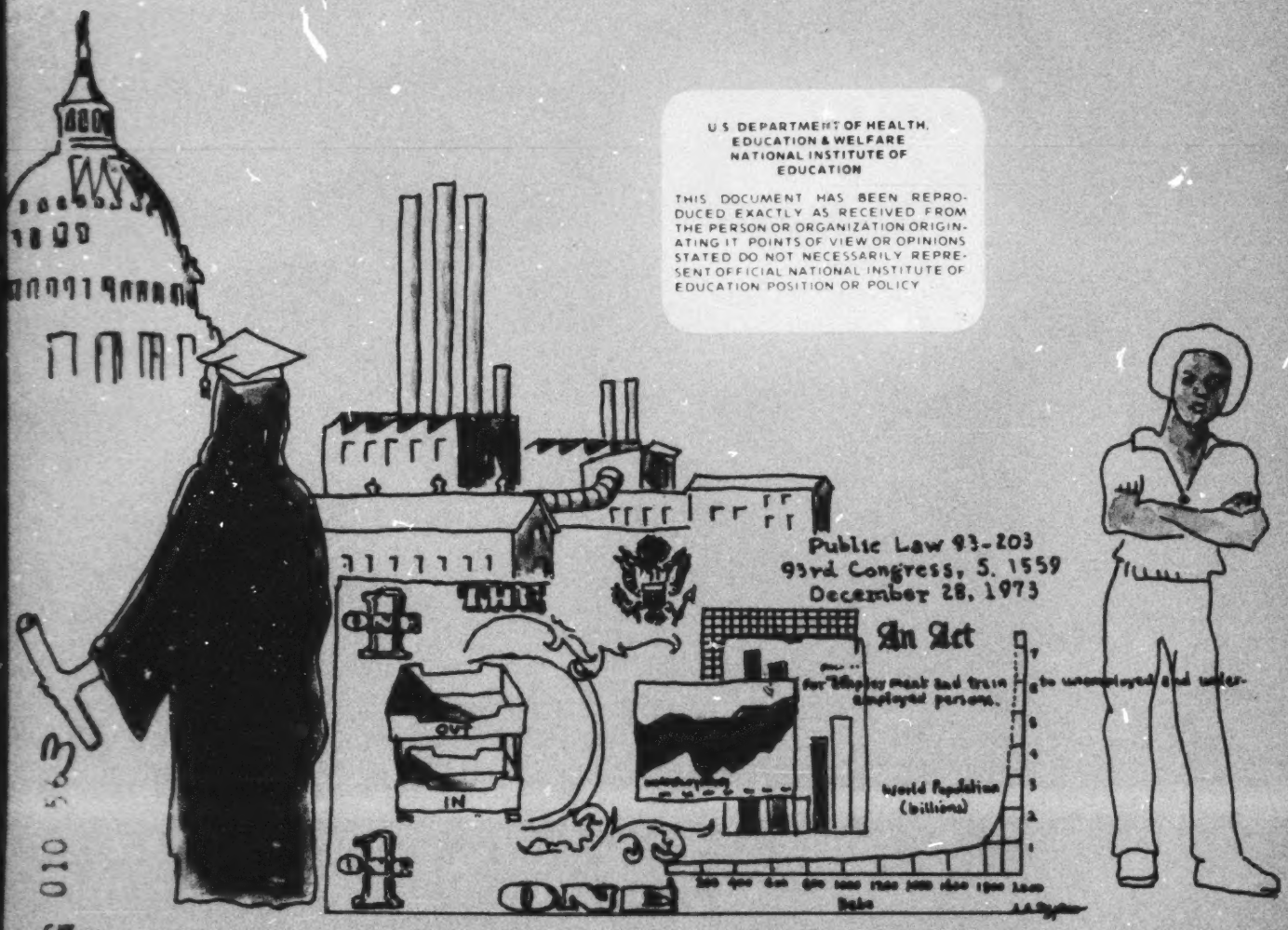

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Career Development and Community Resources - HRD 364

A Course Monograph

Developed by
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Rochester, Michigan

PUBLISHED BY:

Manpower Development Higher Education System
School of Education
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Rochester, Michigan, 48063

PROJECT DIRECTOR:

William F. Moorhouse

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PREFACE

This monograph is one of a series describing courses developed for a curriculum in higher education which prepares personnel for employment in local, state and regional levels of Manpower Administration programs. This course, HRD 364 - Career Development and Community Resources, is a basic core course in the bachelor of science degree in human resources development with a concentration in manpower development at Oakland University.

Faculty members at other colleges or training directors for governmental units will find this monograph useful in establishing educational programs for current or future manpower program employees. This course is divided into modules, each covering a few hours of instruction which may serve as the basis for short-term training sessions.

This course was designed by Dr. John W. Atlas, a faculty member and chairperson of the Human Resources Development Area at Oakland University. Dr. Atlas has published and has had numerous years of experience in career development as a practitioner at the college, secondary and elementary school levels. He has also had various experiences as an administrator designing academic experiences and activities for all age groups.

The last page in this monograph is an evaluation form. We request that you return it after you have had time to examine the monograph and its possible uses to you. Your feedback will be of great assistance to us in preparing future monographs. Thank you.

A description of the B.S. in HRD program and similar monographs of other courses which have been designed especially for manpower work are being prepared. For more information write or call:

Wm. F. Moorhouse, Director
Manpower Development Higher Education System
Oakland University
Rochester, Michigan 48063

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1.0 INTRODUCTION

1.1 Description of Curriculum: Concentration in Manpower Development

The Concentration in Manpower Development is a major component of the bachelor of science degree in human resources development offered by the Human Resources Development Area of the School of Education at Oakland University (see Fig. 1). The main goal is to provide a program which will help students to acquire the knowledge, skills and attitudes necessary to function effectively in entry-level positions in manpower programs at the local, county, state and regional levels.

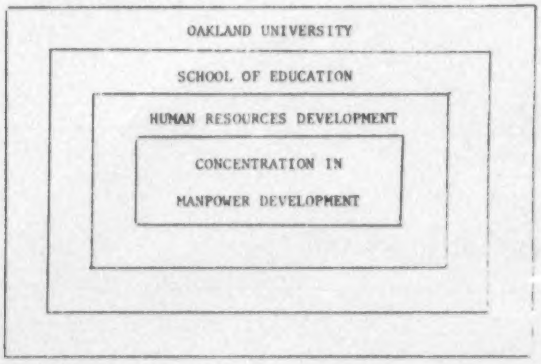


Figure 1: Location of Manpower Concentration

The B.S. in human resources development is a 124 semester credit degree of which 64 credits are devoted to general education in academic skills and to appropriate electives. General education includes: communication and writing skills, symbolic systems (such as mathematics, computer programing or modern language), three or more foundation courses in the social sciences (such as economics, political science, sociology and psychology) and one or more courses in natural science, history and studies of other areas of the world or arts.

The remaining 60 semester hours of credit comprise the professional concentration in manpower development. There are three major components within this concentration: cognate courses, basic core courses which include an internship in a manpower program setting and a selection of courses in various specialties of manpower work. Each component emphasizes a different area of professional preparation and provides flexibility which allows students to draw upon a wide range of course work. Figure 2 illustrates the parts of the degree program followed by a brief description of each of the three components of the concentration in manpower development.

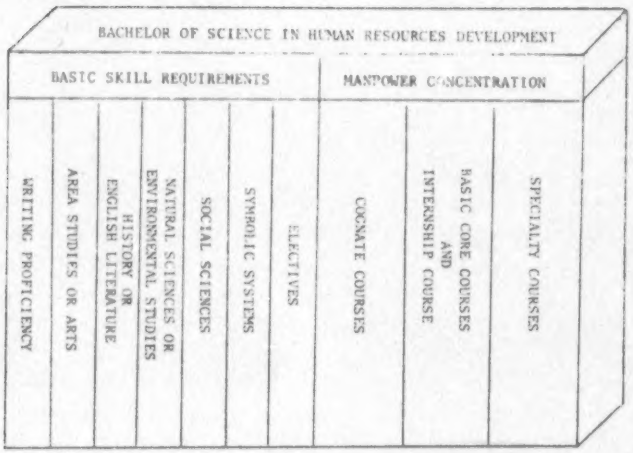


Figure 2: HRD Course Distribution

1.11 The Cognate Course Area

Within the 60-credit concentration in manpower development each student is required to take a minimum of 24 credits chosen from a wide selection of upper division courses which are regularly offered within the university in the subject areas of: economics, management, political science, psychology, sociology / anthropology or speech communication. Students must have previously taken prerequisite courses under the basic skills requirement or as electives.

Courses chosen for the cognate area must include the following:

a. A course which includes methods of research and/or statistics
b. A course which deals with social change
c. An advanced course in psychology
d. An advanced course in sociology
e. A selection of other courses approved for the cognate area to make a minimum total of 24 semester hours credit in the fields such as: computer science, economics, management and political science.

1.12 Basic Core, Internship and Specialty Courses

As a part of the concentration in manpower development, each student is required to take a minimum of 24 to 28 semester hours credit from a selection of applied courses offered under the labels HI (Human Interaction) and HRD (Human Resources Development) plus an "Internship in Human Resources Development, 8 to 12 credits, for a total of 60 semester hours credit including the 24 credits in the cognate area.

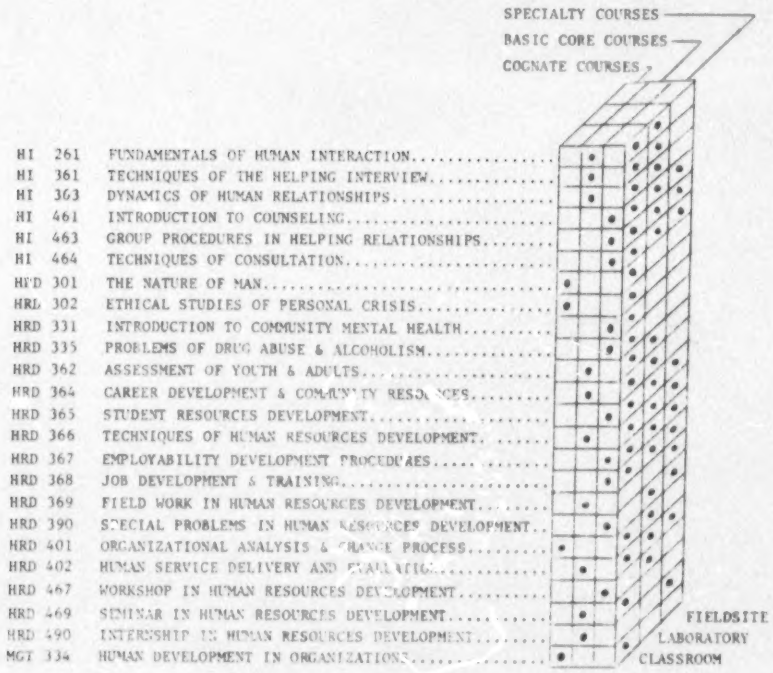
The HI and HRD courses are those offered by the Human Resources Development Area faculty. They are interdisciplinary in nature and have been designed cooperatively with advice from community agency and governmental personnel.

1.2 Positioning of Course Within Curriculum

The following is a list of the courses which were developed for the human resources development curriculum. They are the courses which have been added, to date, at the undergraduate level, to offerings already available within Oakland University which are relevant for the preparation of personnel for work in human resources development programs. They are classified as to the part of the manpower development concentration which they may be applied, such as cognate, core, or specialty courses. Also, the various sites where instruction takes place are indicated such as: classroom, laboratory (simulation) or field site.

*HRD 364 Career Development and Community Resources is a basic core course within the HRD curriculum and utilizes classroom and laboratory strategies.

NEW COURSES DEVELOPED FOR THE HUMAN RESOURCES DEVELOPMENT CURRICULUM **


SPECIALTY COURSES
BASIC CORE COURSES
COGNATE COURSES
HI 261 FUNDAMENTALS OF HUMAN INTERACTION
HI 361 TECHNIQUES OF THE HELPING INTERVIEW
HI 363 DYNAMICS OF HUMAN RELATIONSHIPS
HI 461 INTRODUCTION TO COUNSELING
HI 463 GROUP PROCEDURES IN HELPING RELATIONSHIPS
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HRD 301 THE NATURE OF MAN
HRD 302 ETHICAL STUDIES OF PERSONAL CRISIS
HRD 331 INTRODUCTION TO COMMUNITY MENTAL HEALTH
HRD 335 PROBLEMS OF DRUG ABUSE & ALCOHOLISM
HRD 362 ASSESSMENT OF YOUTH & ADULTS
* HRD 364 CAREER DEVELOPMENT & COMMUNITY RESOURCES
HRD 365 STUDENT RESOURCES DEVELOPMENT
HRD 366 TECHNIQUES OF HUMAN RESOURCES DEVELOPMENT
HRD 367 EMPLOYABILITY DEVELOPMENT PROCEDURES
HRD 368 JOB DEVELOPMENT & TRAINING
HRD 369 FIELD WORK IN HUMAN RESOURCES DEVELOPMENT
HRD 390 SPECIAL PROBLEMS IN HUMAN RESOURCES DEVELOPMENT
HRD 401 ORGANIZATIONAL ANALYSIS & CHANGE PROCESS
HRD 402 HUMAN SERVICE DELIVERY AND EVALUATION
HRD 467 WORKSHOP IN HUMAN RESOURCES DEVELOPMENT
HRD 469 SEMINAR IN HUMAN RESOURCES DEVELOPMENT
HRD 490 INTERNSHIP IN HUMAN RESOURCES DEVELOPMENT
MGT 334 HUMAN DEVELOPMENT IN ORGANIZATIONS
FIELDSITE
LABORATORY
CLASSROOM

** NOTE: IN ADDITION, THERE ARE NUMEROUS OTHER APPROPRIATE COURSES OFFERED REGULARLY WITHIN THE UNIVERSITY IN ECONOMICS, EDUCATION, MANAGEMENT, MATHEMATICS, POLITICAL SCIENCE, PSYCHOLOGY, RESEARCH AND COMPUTER SCIENCE, SOCIOLOGY/ANTHROPOLOGY, STATISTICS AND OTHER ELECTIVES WHICH MAY BE APPLIED TOWARD THE BACHELOR OF SCIENCE IN HUMAN RESOURCES DEVELOPMENT.

1.3 Statement of Course Purpose

Career Development and Community Resources is designed to expose students experientially to a life/work planning process and to discover and employ community resources in that process. The course will emphasize procedures in helping individuals determine what they want to do in life, where they want to do it and how they will accomplish their goals. In support of these activities, students will also explore theoretical postulates of career development, occupational information and alternatives to the work/life planning process. Thus, students having experienced the process first hand, will be enabled to help others undertake similar life/work planning.

2.0 COURSE DEVELOPMENT PROCESS

2.1 Description of Course Development

The course Career Development and Community Resources was developed in response to several factors:

2.11 Anticipated intense involvement of manpower specialty graduates in assisting clients in the career development process. It is a major function of manpower programs where many graduates are expected to be employed to provide career development support for its enrollees.

2.12 A need for HRD majors to examine and test their own committments to careers in the helping professions, and to plan for the attainment of career goals.

2.13 A conviction that experiencing something is the best way to learn it. Consequently, this course is organized around applying career development concepts and techniques to students' own lives.

The course development model, Appendix A.1, was used in planning and preparing this course. The model includes as its major steps:

a) Develop a rationale
b) Conceptualize the course
c) Design the course structure
d) Design instructional modules
e) Deliver the course
f) Evaluate
g) Modify the course structure

This monograph represents the course HRD 364 as modified after having been delivered to students during the winter semester of 1975.

2.2 Description of Module Development

Appendix A.2 describes the module development model. This model parallels that of the course development process. In this case, the course was developed along organic rather than modular lines. That is, activities in every class were related to a single objective--developing a life-career plan--and proceeded generally from a single source, the autobiography written by students. Thus, modules in this course are less able to stand alone, being closely intertwined, than modules of some other courses. However, the module development process follows the model in Appendix A.2 insofar as each module has a specific rationale, instructional objective, instructional content, plan and assessment system. Some of the modules' activities continue after another module has begin, so that there is considerable overlap in activities.

3.0 MODEL OF COURSE STRUCTURE

3.1 Course Goals

There are four goals for students in HRD 364:

3.11 To understand career development concepts;

3.12 To apply career development concepts to specific life/work planning problems;

3.13 To learn life/work planning procedures applicable to helping others determine what, where and how they will carry out their life work;

3.14 To become familiar with community resources and systems in the life/career planning process.

3.2 Course Content

HRD 364 Career Development and Community Resources covers the following topics:

3.21 Vocational development concepts

a) Vocabulary
b) Vocational life stages
c) Vocational typologies
d) Factors in vocational assessment

3.22 Resources for career information and the world of work

3.23 The individual work autobiography

3.24 Self assessment

3.25 Personal needs, goals and preferences

3.26 Preparing a life work plan

3.27 Organizing a job search

3.28 Surviving and growing on the job

3.3 Overview of Instructional Strategies

The course is built around student participation and interaction throughout the process of developing a life/career plan. Students prepare a detailed autobiography of their life-work experiences, which is used as a basis for the self assessment and other activities. Triads of students work together in a number of structured activities to prioritize skills, to clarify values and goals and to prepare the life-work plans.

In addition to these, the instructor delivers brief lectures and leads discussions on career development concepts. A guest lecturer, a specialist in occupational information systems, presents material and leads exercises related to occupational information resources.

The self assessment process is furthered by group administration and interpretation of the Strong-Campbell and Self Directed Search instruments.

The overall strategy is for a student to learn a technique of helping others through the application and experiencing of this technique as applied to self. In support of this experiential approach, lecture-discussions and exercises on theoretical concepts are interwoven.

Each student uses a text as supplementary direction in carrying out the life/career planning process: Where Do I Go From Here With My Life? by Crystal, J. C. and Bolles, R. N., New York: The Seabury Press, 1974. A supplementary text, What Color is Your Parachute? by Bolles, R. N., Berkeley, California: Ten Speed Press, 1972, is also used during that segment of the course which deals with the job search.

3.4 Assessment System

3.41 Student Assessment

The student assessment system in this course is built around the attainment of a specified number of competencies (Appendix A.3). In all, there are thirty-three competencies to be attained during the course. These are evaluated through several methods:

a) written exams

b) evaluation of student notebooks

c) completion of exercises with 70% accuracy (exercises on the Dictionary of Occupational Titles and Occupational Outlook Handbook, Appendix A.4 and A.5).

Furthermore, students complete a self assessment form (Appendix A.6) at the end of the course which includes a self assignment of course grade with space to comment in justification of the self-assigned grades.

3.42 Instructor and Course Evaluation

The standard Oakland University Department of Education "Student Perceptions of Teaching-Learning Effectiveness" (Appendix A.7) is employed to assess student reaction to the instruction and course content. In addition, an open ended question "What would you like to see done differently

in this class?" was added to the self evaluation (Appendix A.7) in order to elicit student suggestions for course improvement.

4.0 DESCRIPTION OF INSTRUCTIONAL MODULES

4.1 Introduction

Five instructional modules were established, forming the essential material of the course. Each module encompasses a specific topic which is covered in two to four class sessions. At the end, a review and evaluation module completes the course.

Module	Class Periods	Competencies
1. Career Development Principles	3	1-8
2. Career Information Resources	2	9-13
3. Life/Work Planning I: What	4	14-23
4. Life/Work Planning II: Where	2	24-26
5. Life/Work Planning III: How	2	27-33
6. Review and Evaluation	1	
	14	

4.2 Module 1 "Career Development Principles"

4.21 Rationale

This module is intended to orient the students to the basic vocabulary and concepts of career development as a field of study. It provides the theoretical underpinning for the practical exercises and individual involvement that follows.

4.22 Instructional Objectives

Students will become familiar with vocabulary and major issues in the field of career development. They will be able to articulate the basics of Ginsberg's, Roe's, Super's and Holland's theories of vocational choice; they will understand the principle factors in vocational choice and will become familiar with vocational assessment techniques.

4.23 Description of Instructional Content

4.231 Vocational concepts and vocabulary
4.232 Four major theorists:

4.2321 Eli Ginsberg
4.2322 Anne Roe
4.2323 Donald Super
4.2324 John Holland

4.233 Career factors

4.2331 Interests
4.2332 Attitudes
4.2333 Satisfiers

4.234 Measurement of career factors

4.24 Description of Instructional Strategies

This module covers three class periods. In the first, students are introduced to each other through paired introductions with focus upon vocational variables; this is used as a springboard for a lecture-discussion on major issues in career development. Terms are given and defined. Then the class is divided into four groups. Each group is given a handout on a major theorist and is allowed 30 minutes to prepare a summary of that theorist's position for presentation to the entire class. Following the four presentations (on Ginsberg, Roe, Super and Holland) the instructor leads a discussion of the merits of each. At the end of this class period homework is assigned. Each student must begin and have ready by the fourth class meeting a life/work autobiography of at least 50 pages. Instructions are attached (Appendix A.8).

The second class period is devoted to exploring vocational factors; first, through a brief lecture discussion, then through the administration, scoring and interpretation of two vocational instruments--the Self Directed Search and the Strong-Campbell. (Other tests may be substituted--the Vocational Preference Inventory, Kuder or Ohio Vocational Interest Survey, Appendix A.9) This is followed by a discussion of the differences in assumptions, format, standardization, etc., between the tests taken and others commonly used.

The third class period completes the discussion of vocational factors and measurement techniques. An exam is given at the end of this class period on the first module material covering the appropriate competencies (listed above). This exam may be repeated by the student as often as desired--it covers the Module 1 material thoroughly--until satisfactory mastery of the material is attained.

4.25 Evaluation Process

Student progress in this module is evaluated on the attainment of competencies 1 through 8 (Appendix A.3) as measured by a test covering those items.

4.3 Module 2 "Career Information Resources"

4.31 Rationale

This module is designed to acquaint students with two proto-

typic sources of occupational information upon which most other sources are based: the DOT and the Occupational Outlook Handbook. Familiarity with these will serve to ground students in the occupational information field.

4.32 Instructional Objectives

Students will be able to describe the organizational plan of the DOT, decode its Volume II profiles and use it successfully in a simulated client encounter. They will also become familiar with the structure and content of the Occupational Outlook Handbook. As a result, they will be able to identify characteristics of useful career information resources in general.

4.33 Description of Instructional Content

4.331 History and content of DOT

4.332 Coding system of DOT

4.333 DOT Exercise (Appendix A.4)

4.334 The Occupational Outlook Handbook

4.335 The OOH exercise (Appendix A.5)

4.336 Discussion of requirements for occupation information resources.

4.34 Instructional Strategies

Using two class periods, students will

a) Listen to lecture/demonstrations on the DOT and OOH by an expert consultant.

b) Participate in simulated use of these resources through exercises.

c) Discuss the requirements for occupational information resources.

4.35 Evaluation Process

The attainment of competencies 12 and 13 (Appendix A.3) consists of attaining 70% accuracy on the DOT and OOH exercises. These exercises are done in class and evaluated by peers.

4.4 Module 3 "Life/Work Planning I: What"

4.41 Rationale

This module forms the foundation of the life/work planning

process. Students delve into their own experience in order to produce an autobiography from which they identify and evaluate their life/work resources and aspirations.

4.42 Instructional Objectives

4.421 Each student will be able to identify his or her five most vocationally significant achievements.

4.422 Students will determine their personal and occupational interests.

4.423 They will know which skills are needed to meet their interests.

4.424 Students will identify, cluster and prioritize their skills and traits.

4.425 They will identify preferred living/working conditions.

4.426 They will have articulated a life philosophy.

4.427 They will have identified preferred people environments.

4.428 They will have established their personal economic needs and preferences.

4.429 They will have considered and written their ultimate life goals.

4.43 Description of Instructional Content

4.431 Discussion of work/life autobiographies (large group).

4.432 Students discuss their most significant achievement (in triads) and record them.

4.433 Preferred living/working conditions (triads).

4.434 Preferred people environments (triads).

4.435 Economic survey (individually).

4.436 Overview and demonstration of skills identification process (instructor, large group).

4.437 Skills identification, clustering and prioritizing (triads).

4.438 Discussion and demonstration of rationale and process of life philosophy and ideal job specification (instructor, large group).

4.439 Developing a life philosophy (triads).

4.44 Description of Instructional Strategies

This module is based upon the students' autobiographies which were begun after the first class. The process involves drawing material from this, from feedback on tests given earlier and from other discussions in order to determine what life/career students wish to pursue. In order to give them support in this activity the four class sessions in this module alternate between work in small tutorial groups of three and instructor demonstrations/explanations. The instructor assigns readings from the texts, Where Do I Go...? and Parachute listed above so that students understand the process clearly. Motivation and support comes from other members of the triads as well as from the instructor, who sees that all members proceed, insofar as possible, at a similar pace.

A number of exercises are taken from the text in order to facilitate the attainment of the objectives listed. These include field trips (homework), use of want ads in determining the skills in demand, review of test results for determining interests and environments, research in the DOT to discover what skills may be required in certain jobs.

4.45 Evaluation Process

Attainment of competencies 14 through 23 (Appendix A.3) is determined by inspection of the life/work autobiography and the several working papers derived from it and the classwork. Each student submits written evidence of the attainment of each of these competencies.

4.5 Module 4 "Life/Work Planning II: Where"

4.51 Rationale

This module considers the location or targeting aspect of determining one's appropriate career. Geographical and industrial considerations are evaluated in light of student preferences.

4.52 Instructional Objectives

Students will be able to identify three geographic locales preferred for their life/work and be able to rationalize these choices. They will also be able to articulate a job specification which is ideal from their point of view, and to establish their immediate job objective.

4.53 Description of Instructional Content

4.531 Geographic location (instructor, demonstration and discussion, students in triads).

4.532 Establishing a contacts list (field assignment and reports).

4.533 The ideal job specification (Occupational Outlook Handbook used as resource, in triads).

4.534 The immediate job objective (resource: Chapter five of Parachute and eleventh session from Where Do I Go From Here?).

4.54 Description of Instructional Strategies

Module four continues the strategy of motivation and support through small student groups - triads--supplemented by instructor clarification and modeling of activities.

4.55 Evaluation Process

Students' mastery of competencies 24-26 (Appendix A.3) will be evaluated on the basis of written materials produced by them in class.

4.6 Module 5 "Life/Work Planning III: How"

4.61 Rationale

This module completes the life/work planning process by involving students in identifying, evaluating and using strategies to get them into their chosen life work, and to help them to flourish on the job.

4.62 Instructional Objectives

Students will be able to identify key people in attaining their job objective, will acquire job interview skills, be able to write a resume, understand the tone nature of the world of work and be aware of what is needed for them to survive and grow on the job.

4.63 Description of Instructional Content

4.631 Targeting: determining who the key people are and how to meet them (small groups).

4.632 Writing an operations plan (instructor, discussion; homework and report).

4.633 The resume (instructor, uses models; homework).

4.634 Organizing a job search (small groups).

4.635 The interview (triads, role playing with video).

4.64 Description of Instructional Strategies

Module five involves several approaches: homework is assigned in the first class and reviewed in the second; small groups are used for discussion; the instructor presents and critiques resume models; students role play and video feedback (or observers) help them improve performance.

4.65 Evaluation Process

Competencies 27-33 are evaluated through inspection of written material (27, 29, 30 and 32), through monitoring small group discussions (31 and 33) and by means of observation of role play or playback of video tape, if available (28).

5.0 CONCLUSION

5.1 Evaluation

5.11 Student Performance

Students were evaluated on attainment of the competencies listed in Appendix A.3. These were measured in a variety of ways, including written quizzes, submission of essays and take-home exercises. In addition, a self evaluation form (Appendix A.6) was employed on which students were required to assess their own performance in five areas: competency, effort, attendance, participation and confidence. A free comments section regarding desired changes in the class concludes this evaluation form.

5.12 Program Performance

Course and instructor performance were evaluated using the Oakland University Department of Education "Student Perceptions of Teacher-Learning Effectiveness" (Appendix A.7).

5.2 Summary

This course was intended to explore career planning through experiencing a career planning process. This process encompassed what career was to be chosen, where it was to occur and how it was to be entered and progressed in. In addition, basic concepts relating to career assessment, choice and development were explored. The students were then given an opportunity to learn a significant helping skill while exploring and testing their own committment to a future career in a helping profession.

5.3 Recommendations

The following changes are under consideration in order to improve the sequencing and impact of instruction in this course:

a) Fewer major career theorists might be considered to reduce student confusion, since the career exploration process is built principally around Holland's framework.

b) In line with a), interests might be measured more consistently with Holland's theory using the Self Directed Search and/or the Vocational Preference Inventory, both of which were developed by Holland.

c) Additional time could profitably be devoted to site visits by students to explore their chosen career field. This would enable students to confirm, by experience, information gained from written occupational resources such as the Dictionary of Occupational Titles.

d) Because so much of the success of the course depends upon a detailed and comprehensive life/work autobiography, additional support or tutoring, perhaps by a graduate assistant or advanced student, could be very beneficial to certain students. Experience and student feedback indicates that about 10% of students taking this course do not complete a life/work autobiography of sufficient depth and detail to benefit fully from the rest of the life/work planning process.

APPENDIX A.1

COURSE DEVELOPMENT MODEL

1.0 DEVELOP STATEMENT OF RATIONALE

- 1.1 Define Course Purpose
- 1.2 Locate Course Within the Curriculum

2.0 CONCEPTUALIZE THE COURSE

- 2.1 Identify Course Goals
- 2.2 Describe the Client System

3.0 DESIGN THE COURSE STRUCTURE

- 3.1 Formulate Course Objectives
- 3.2 Describe the Course Content
- 3.3 Present an Overview of the Instructional Strategies
  - 3.31 Describe the Teaching/Learning Activities
  - 3.32 Describe the Instructional Resources
  - 3.33 Describe the Grouping Patterns
  - 3.34 Describe Time/Space Utilization Patterns
- 3.4 Design an Assessment System
  - 3.41 Design a Pre-assessment System
  - 3.42 Design an Interim Assessment System
  - 3.43 Design a Terminal Assessment System

4.0 DESIGN/DEVELOP INSTRUCTIONAL MODULES

5.0 INSTRUCT THE STUDENTS

6.0 EVALUATE PERFORMANCE

- 6.1 Evaluate Student Performance
- 6.2 Evaluate Program Performance

7.0 MODIFY THE COURSE STRUCTURE

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ROCHESTER, MICHIGAN

APPENDIX A.2

INSTRUCTIONAL MODULE DEVELOPMENT MODEL

1.0 DEVELOP STATEMENT OF RATIONALE

- 1.1 Define Module Purpose
- 1.2 Locate Module Within Course Structure

2.0 FORMULATE INSTRUCTIONAL OBJECTIVES

- 2.1 Specify the Terminal Objective(s)
- 2.2 Specify the Interim Objective

3.0 DESCRIBE INSTRUCTIONAL CONTENT

- 3.1 Inventory Learning Tasks and Subject Matter
- 3.2 Determine Student Input Competence
- 3.3 Specify Actual Learning Tasks and Subject Matter
- 3.4 Organize Instructional Content

4.0 DESIGN/DEVELOP THE INSTRUCTIONAL PLAN

- 4.1 Describe Teaching/Learning Activity
- 4.2 Select/Develop Instructional Resources
- 4.3 Describe Grouping Patterns
- 4.4 Describe Time/Space Allocations
- 4.5 Organize for Instruction

5.0 DESIGN/DEVELOP AN ASSESSMENT SYSTEM

- 5.1 Identify the Assessment Variables
- 5.2 Describe the Assessment Strategy
- 5.3 Select/Develop the Assessment Instruments
- 5.4 Specify the Assessment Procedures

6.0 INSTRUCT THE STUDENTS

7.0 EVALUATE PERFORMANCE

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APPENDIX A.3

HRD 364 Career Development and Community Resources

Competencies

1. Define interest, career, job, work, career development, vocational adjustment, vocational planning, vocational choice, aptitude, life stage, work satisfaction, self concept, role, model, position, occupation, job analysis, DOT, placement, career education.

2. Outline life stages as described by:

   A. Buhler
   B. Ginsberg
   C. Super

3. Describe Holland's occupational typology in general.

4. Name and define Holland's six personality types.

5. Name and describe Holland's environmental models.

6. Discuss Holland's concept of interactions of people in environments.

7. Review Super's basic postulates of vocational theory.

8. Outline Roe's theory of vocational choice.

9. Differentiate between:

   Expressed interests
   Inventoried interests
   Tested interests
   Manifested interests

10. Discuss characteristics of vocational tests:

    Reliability
    Validity
    Construction
    Standardization

11. Describe the:

    Self Directed Search
    Kuder Occupational Interest Survey
    Strong-Campbell (SVIB)
    OVIS

12. Achieve 70% accuracy on the DOT exercise.

13. Achieve 70% accuracy on the Occupational Outlook Handbook exercise.

14. Describe your most important achievements.

15. Determine your personal and occupational interests.

16. Identify the skills needed to meet your interests.

17. Cluster your skills and traits.

18. Prioritize your skills and traits.

19. Describe your preferred living/working conditions.

20. Articulate your own philosophy of life.

21. Describe your preferred people environments.

22. Establish your personal economic need.

23. Describe your life goals.

24. Discuss your preferred geographic locale.

25. Describe your ideal job specification.

26. Name your immediate job objective.

27. Identify the key people in realizing your job objective.

28. Discuss the job interview process.

29. Write a job search operations plan.

30. Write an appropriate resume for yourself.

31. Discuss the nature of the world of work according to John Crystal.

32. Summarize the 11 sections of the Lifework Planning System.

33. Discuss Crystal and Bolles seven phases of survival/growth on the job.

APPENDIX A.4

USING THE DICTIONARY OF OCCUPATIONAL TITLES

In response to an inquiry, "What is the work of a tree surgeon?" look up the following information:

1. Begin with volume 1, page 756 -- "Tree Surgeon -- code no. 409.181.

   Summarize key points_____

   _____

   _____

2. "What do these numbers mean? TURN TO VOLUME II, page 79. See the list of related occupations for 409. (first three digits)

   List several related occupations_____

   _____

   _____

3. Then turn to Volume II, pages 649-650, for the second three digits, .181. Briefly explain the meaning of each number:

Data: 1	People: 8	Things: 1
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

4. What about the abilities needed for this kind of work? Volume II, page 411.
   a. Read over the description of the "group", related occupations, and training. Note hobby and prevocational interest.

      Notes: _____

      _____

      _____

b. Look at the "qualification profile," which suggests the following:

1. Training _____

_____

2. Aptitudes _____

_____

3. Interests _____

_____

4. Temperaments _____

_____

5. Physical demands _____

_____

6. Working conditions _____

_____

c. What general educational levels are suggested for this work?

Reasoning	Arithmetic	Language
_____	_____	_____
_____	_____	_____
_____	_____	_____

d. How much specialized vocational training is required?

_____

_____

_____

Select an occupation of your choice and complete the same exercise you completed for the Tree Surgeon.

APPENDIX A.5

USING THE OCCUPATIONAL OUTLOOK HANDBOOK

You may want additional information about auto mechanics or some other occupation. How could you use the Occupational Outlook Handbook to help. (Note: Following through with questions regarding the work of an auto mechanic illustrate the major sections of the Handbook.)

1. Find the occupation in the Handbook:

   p. xiii, Table of Contents --- "Automobile mechanic," p. 471 (D.O.T., 620.131 through .381, .782, and .885; 721.281 and 825.281)

   a. What types of information does the Handbook contain?

      1. _____

      2. _____

      3. _____

      4. _____

      5. _____

      6. _____

   b. Summarize key points that may be helpful.

      _____

      _____

      _____

      _____

      _____

      _____

2. Next, turn to pages 365-369.

   a. About what per cent of skilled workers are mechanics and repairmen?

      _____

   b. What is the trend?_____

   c. About how many auto mechanics are there?_____

d. What do skilled workers do?

_____

_____

_____

_____

_____

_____

3. You then want more detailed information about mechanics and repairmen. Turn to page 462 (471 auto mech.)

a. What information can you glean from this section that would be helpful? _____

_____

_____

_____

_____

_____

b. Also check pages 15-17, 19-20. Do they contain any helpful information?

p. 15? _____

_____

p. 17? _____

_____

p. 19-20? _____

_____

Some industrial information is included. Turn to pages 685 and 693. Look over these pages as an example of this type of information. For example, suppose a pupil wants to learn more about the automobile industry. You can start occupational exploration with an industry.

APPENDIX A.6

Name_____ Date_____

HRD 364 Fall '74 Self Evaluation

Scheme

3.9 - 4.0 = A (outstandingly superior - expert competency)
3.6 - 3.8 = A (superior - "sharpe shooter")
3.0 - 3.5 = B (good to excellent)
2.0 - 2.9 = C (average to above average)
1.0 - 1.9 = D (poor to below average)

1. Competency (skills)
How well do you feel you are able to apply the life/work planning processes (with yourself or someone else)?

Grade pt._____
Comments_____

2. Effort
Rate the effort you put into applying yourself.

Grade pt._____
Comments_____

3. Attendance
Using the grading definition rate your attendance.

Grade pt._____
No. Meetings attended_____
Comments_____

4. Class participation
To what extent were you able to participate in class discussion?

Grade pt._____
Comments_____

To what extent were you able to collaborate with, and help other members of the class?

Grade pt._____
Comments_____

5. How would you rate your confidence regarding your skills, traits and ability to get the job you want? (Think back to your confidence before attending this class.)

Grade pt._____
Comments_____

What would you like to see done different in this class?

APPENDIX A.7

DEPARTMENT OF EDUCATION - OAKLAND UNIVERSITY
Student Perceptions of Teaching - Learning Effectiveness

This form is designed to assess your satisfaction with courses offered by Oakland University's Department of Education. The first ten items are concerned with your perceptions about self-development as a result of this course. Items eleven through twenty relate to the instructor's behavior and course content.

On the five point scale, ratings are to be interpreted as follows:

5 Highly positive; highest score
4 Positive
3 Neutral
2 Negative
1 Highly negative; lowest score

Part 1	HIGH				LOW
1. I felt motivated to perform at a high level in this course	5	4	3	2	1
2. I did related readings and/or discussed related topics outside of class	5	4	3	2	1
3. When people discuss topics in this field, I am better able to recognize when they are using good or poor arguments	5	4	3	2	1
4. When a question comes up in conversation, I can recall relevant information	5	4	3	2	1
5. I developed increased awareness of ways to confront problems in this field	5	4	3	2	1
6. In confronting new problems, I can use general ideas or techniques from the course to solve them	5	4	3	2	1
7. I maintained or increased my interest in the field	5	4	3	2	1
8. I developed significant understandings or skills in the field	5	4	3	2	1
9. I became aware of implications and applications of the subject matter in my own life	5	4	3	2	1
10. I played an active role, rather than a passive one, in mastering the content of this course	5	4	3	2	1

Part II	HIGH				LOW
11. Were the course objectives made clear to you?	5	4	3	2	1
12. Did the instructor appear adequately prepared for each class?	5	4	3	2	1
13. Was course content presented in ways which captured and maintained your interest?	5	4	3	2	1
14. Did the instructor appear sensitive to students' feelings?	5	4	3	2	1
15. Was the instructor willing to provide assistance outside of class?	5	4	3	2	1
16. Were opportunities presented for student participation in class (e.g. to discuss, ask questions, express opinions, etc.)?	5	4	3	2	1
17. Was the workload appropriate in terms of what you got out of the course?	5	4	3	2	1
18. Do the method(s) by which you are to be evaluated seem to be a fair assessment of what you have learned.	5	4	3	2	1
19. Overall, how would you rate the instruction in this course?	5	4	3	2	1
20. Would you be willing to take another course from this instructor?	5	4	3	2	1

APPENDIX A.8

Work/Life Diary
Suggested Outline

You are asked to write, tape (record in some way) a detailed account of three or more jobs you have had. If you have not had three jobs write or record your school experiences. You may go back as far as junior high school. We are especially interested in achievements, subjects liked and done well in and significant encounters with other persons that went well. Depending on the experiences you have had it probably will end up being 10-30 double spaced pages.

Below is a suggested outline to follow.

1. Describe the organization you worked for?
   a. Type of business
   b. Approximate number of employees

2. Your job title?

3. Length of time you spent on the job?

4. Give a detailed description of your work responsibilities, activities and experiences?

5. Describe any significant contributions you made to the business or company?

6. Describe those things you did well without trying very hard?

7. What positive encounters did you have with other persons?

8. Discuss any awards, bonuses or promotions you received?

9. What are your future aspirations (goals) regarding your work/life?

Notice words you and your are underlined. The idea is that we are interested in you and your vs. we, our or us. For you it will be I and MY. Don't be modest.

APPENDIX A.9

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